

Office Memorandum • UNITED STATES GOVERNMENT


TO : Director of Training

DATE: 3 November 1959

FROM : Chief/Language and Area School

SUBJECT: Program of Area Training and Research

The attached proposal represents our combined effort to state policy and program respondent to the dictates for modification in emphasis on area training. We believe this to be consistent with views expressed in recent exchanges between OTR and DDP. The approved proposal, as is or as modified, will give us required guidance for programming and performance. I believe we now have an opportunity to develop and provide with vitality those aspects of area training that, for the time being, can be most serviceable. I shall be happy to have the benefit of any additional ideas, and hope for a chance to discuss this with you. With your approval of the program as is, or as you may wish to modify it, we will develop specifics, including priorities of a production plan and proceed accordingly.



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PROGRAM OF AREA TRAINING AND RESEARCH

Introduction

Activities during the foreseeable future, say one year, will concentrate on development of the two most serviceable types of training not available anywhere in any reasonable approximation: the Americans Abroad Orientation (AAO) and the Introduction to Overseas Effectiveness (IOE). This need for concentration without diversion by other preoccupying varieties of area training has long been felt. The present desirable opportunity will permit concentration on increasing scope and quality of these two basic programs. It is highly desirable that, at least for a year, the entire efforts of the small area staff be applied to these two programs.

The activities of the staff, pursuing development of these two programs, will consist of (1) training, (2) research and development, and (3) compilation of training materials.

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Americans Abroad Orientation

Three primary objectives will guide development of this program:

1. Revision of the content, in consideration of: our experience with the AAO to date, testimony from graduates who have experienced application of the substance in the field, and developing opportunities to borrow material from the Overseas Effectiveness program especially on "how to make the most of your everyday contacts with (the pertinent foreign nationals)."

2. Development of alternate systems and techniques of instruction, particularly for use on areas involving small numbers of people at irregular intervals (tutorial, correspondence, self-study kits, combining regional with country approach, etc.).

3. Expansion of coverage to add certain regions (Africa South of the Sahara, Southeast Asia, South Asia, and [REDACTED]).

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These three objectives will guide the three major activities discussed below.

1. Training. Area training activities concentrating exclusively on the AAO program will continue on a group and individual basis within the not insignificant competence of the present staff, and will be increased as the staff systematically pursues the research and compilations indicated below. This training will be performed on request, and the School will endeavor to respond to all requests. Numbers of persons requiring training will not be a factor in determining the willingness of the School, which will train both groups and individuals; lead-time may be a factor when requested training requires development of a course not already well under control. The amount of time devoted to an individual in training will vary according to the breadth and depth of orientation he may desire. Apart from group training during a single week, individual tutorial orientation will vary in scope and intensity from a single session of several hours to weekly or fortnightly counseling and guided self-study over a period of months.

2. Research and Development. Concentrated staff endeavor will gradually and constantly increase the scope of geographic coverage of the School's abilities and training materials, as well as the character and quality of more-or-less-ready orientation. The objective is global coverage (the areas of the 80 diplomatic missions of the U. S. plus such other areas deemed presently or potentially significant). The direction, geographically, of these efforts will be governed by requirements in so far as they exist, and beyond that by the School's estimate of probable future needs. Within the latter guide for development, emphasis will be placed on Africa South of the

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Sahara, South and Southeast Asia, and [REDACTED] Beyond these (but probably not within the next year) efforts will be directed to [REDACTED]

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on stated requirements and School estimates, research and development will consist of:

a. Continuous revising of a basic syllabus for group and individual (both "one-shot" and extensive) orientation for adjusting as a "foreigner" in life and in work abroad, and for increasing effectiveness through an understanding of the facts of the history and society of the area, the nature of American interests and of indigenous concerns in relations with the United States.

b. Increasing familiarity with both the programs and literature on selected areas used by other government, business, philanthropic and voluntary agencies concerned with "orientations" (as the Military Affairs Institute .

c. Research, pursuant to the AAO syllabus, on selected countries of Africa South of the Sahara, South and Southeast Asia, and [REDACTED]

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d. Research directed toward production of the compilations indicated below.

3. Compilations. The production of selected annotated bibliographies, syllabi for self-study, anthologies of selected literature, self-study kits, diagnostic area familiarization tests as guides to self-study and training counseling, etc., will be accomplished as by-products of the foregoing two activities of training and research, and their production will be a regular part of the programs of training and research.

Organization and Program

Organization of this program of training, research and compilation will be based upon the specializations of the three IAS staff area specialists, each responsible for the large geographic region that encompasses his area specialization, viz., the Far East/Pacific region (i.e., [REDACTED] and eastward to Hawaii), the Middle East and Africa, and the rest of the Free World (Free Europe and the Americas). Each will be supported by such contract and detailed staff employees as may be available, and by other faculty of the School having foreign area origins and backgrounds out of which they can contribute substance and perspective generally not possessed by the Western student.

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Program and production plan will include:

1. Design of standard syllabus for basic AAO course, and also for tutorial orientations varying in intensity from single 2-3-hour "quickies" to extended counseling--self-study programs of several months' duration.
2. Preparation for staff counseling on standard and conventional academic basic education in area familiarization, as well as advanced specialization in area studies in academic institutions.
3. Acquisition, assessment and adaptation for use in Agency training of:
 - a. Training materials used in other Federal agencies and private organizations (as Military Assistance Institute, Human Relations Area Files, etc.).
 - b. Agency information available in the form of "post reports," current intelligence reports, etc.
4. Coordination with the DDP as primary consumer on:
 - a. Forecasted DDP training requirements.
 - b. LAS/TR requirements for relevant current information.
 - c. LAS/TR capability for profitably using any available "between-the-acts" personnel on detail.
 - d. Field follow-up on efficacy of training.
5. Adoption of an area-by-area production sequence, division of responsibilities, and production accordingly.

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Overseas Effectiveness

One developmental running of an introductory course in Overseas Effectiveness has been successfully accomplished. Since then, the course has been reworked and tightened up and will be offered to a selected DDP group for two weeks beginning the 7th of December. In our opinion, our program as now designed is the best, though shortest training course of its kind in this country. We feel, however, that being best is not enough--that we must make the program better, and more comprehensive. There are vast areas, both general and specific, still to be explored in this field. There is much material still to be developed or worked into shape for use in the program. Only after considerable experimentation and extensive research yet to be performed by all concerned organizations will we feel we are able to develop a fully satisfying program.

The considerable research and the experimental training now going on throughout the country are significant and will provide valuable substantive material. Only within the Agency, however, can the specific application to Agency problems of the theory and practice of Overseas Effectiveness be developed. To do this will require research, fact finding, borrowing and experimentation. The required knowledge and its application are essential to the efficient and effective fulfillment of the several missions of the major components of the Agency: the production and evaluation of intelligence in the DDI (which involves the prediction of human behavior), the collection of intelligence and the influencing of people in the DDP, and the living and working in foreign societies in support of Agency activities by the DDS.

A primary object then is securing scientific and basic data on the nature of inter-cultural experience and its effect upon the individual, and developing methods for ensuring effectiveness of Agency personnel working in and with foreign societies. There exists a paucity of data relating to personnel practices and to training. The several projects described herein should materially improve the selection, training and utilization of Agency personnel. Other projects will be developed as the result of early research and findings and experience in conducting the IOE and related courses. This research program will exploit both current research and experimentation by business, religious, academic and government groups and apply their findings and ideas to the specific problems and requirements of the Agency.

Development of the Overseas Effectiveness program, for the foreseeable future, also will involve three major types of endeavor: (1) training, and course development, (2) research, and (3) compilation.

1. Training and Course Development. Training emphasis during the next year should be on the basic Introduction to Overseas Effectiveness (IOE), postponing conduct of other related courses that

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will, however, be developed during the year (e.g., Applied Overseasanship, and Mid-Career Seminar on Overseas Effectiveness, Supervision and Leadership). From a developmental point of view, it is desirable that the IOE be conducted at least four times during a year (more frequently if desired for training), for classroom experimentation is one of the essential factors in developing its character and maximum usefulness. Conduct of the course in December for experienced as well as inexperienced employees should evoke substantial constructive ideas for improvement based on the overseas experience of the participants. A subsequent running for-JOTs-only will permit our preliminary evaluation of the course from the point of view of the novitiate for whom it is primarily intended. An objective assessment of the course's efficacy, however, must be postponed until we can acquire data resulting from actual application in overseas situations and operations (see 2, a, below).

2. Research. Research will be directed toward continuing validation of the IOE and acquisition of the extensive further knowledge required for most effective selection, training and overseas utilization of personnel. Primary areas of research and fact-finding will be:

a. Validation of the IOE as its substance is applied to overseas operations, involving identification of criteria for validation, techniques for application of criteria to acquire objective evaluations, and suitable controlled study of performance of IOE graduates applying the IOE principles.

b. A study of the American overseas. A study of the nature and significance of the problems of adjustment and effectiveness overseas by American personnel. This will involve and include identification of personal history factors and personal characteristics that result in overseas effectiveness, and exploration of the methods of identification, measurement and evaluation of such factors. We will share with other research the search for "universal" factors of overseas effectiveness, seeking specifically those applicable to the Agency. Companionately, we will endeavor to identify variations in the problems and nature of adjustment when (1) the area is the same but jobs are different, and (2) the job is the same but areas are different. Collection of research data and analysis will also result in development of case studies on personal effectiveness. A joint study conducted with cooperation of the A&E Staff, the Medical Staff, including its psychiatrists, the Office of Personnel, and consultant behavioral scientists. This research should produce guidance not now available for recruitment, selection for overseas duty, training, and utilization of employees.

c. Investigation, analysis and evaluation, on a continuing and where advisable participating basis, for Agency

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exploitation of the twenty-odd programs on Overseas Effectiveness--research and training--being conducted outside the Agency in government, business, universities, and philanthropic and voluntary agencies. (What is being done, what is being learned, what are the implications for Agency utilization?)

d. Research and training by other countries for overseas effectiveness, particularly as concerned with the United States (e.g., the Soviets, the British, the Japanese, the Italians, the Chinese). These will provide not only ideas on training methods but also identification of the nature and essentials of problems in relations with Americans as viewed by people of other cultures with which we are concerned.

e. Other research directed toward development of the compilations listed below.

3. Compilations. Based on the foregoing and related research, the following specific compilations should be developed:

a. Development of a plan, with companionate "culture guides," for a program of "Applied Overseasmanship" applying the principles of Overseas Effectiveness to individual "culture areas" (not necessarily countries, e.g. China, at least six) for operational guidance within specific areas. The courses would be designed as a continuation of the IOE and the companionate guides as handbooks for use of employees going to any area for the first time. The production of guides would also include plans for wartime requirements.

b. Development of plan for a Mid-Career Seminar on Overseas Effectiveness, Supervision and Leadership--primarily for supervisors of personnel overseas dealing with their role in increasing the overseas employee's effectiveness as influenced by inter-cultural factors. As a by-product, this seminar will be a valuable source of information from experience to guide development of the IOE and Applied Overseasmanship courses.

c. Development of a Guide for Supervisors of New Overseas Employees. This will deal mainly with (1) the nature of adjustment; culture shock; effects on performance, efficiency and assumption of job responsibilities; the three normal stages in adjustment of exhilaration, depression and accommodation; (2) individual factors affecting ease, difficulty and methods of adjustment, including personal history, preparation, travel and arrival; (3) symptoms of progress through these stages reflected, among other things, in work attitudes and performance, peer-relations, supervisor-employee relations, attitudes of people and environment, physical and mental health, and social practices; (4) effective "bridges" and antidotes;

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and (5) the role of the supervisor in minimizing the deleterious consequences to effective performance.

d. Development of a Guide for Americans Going Abroad to Live and Work: The Techniques of Adjustment and Effectiveness.

(1) The nature of the problem, and the reality of its vincibility.

(2) Pre-departure preparation: its value and nature.

(a) "To be forewarned is to be forearmed." The value of meeting the situation with knowledge, understanding and ready tools, rather than with ignorance, surprise, shock and maybe incapacity to accommodate.

(b) Learning about the people, their manners and values, and their image of Americans-- methods: guided reading; courses and lectures; museums, galleries, movies and foreign "quarters" in our cities; personal friendly contacts.

(c) Knowing ourselves--culture, personal values and attitudes, contrasts.

(3) The first three months: the prelude to disenchantment ("culture shock"). The importance of: restraint in unbridled enthusiasm, wide sampling and few judgments, something old and something new (new hobbies and old patterns).

(4) Disenchantment and effectiveness: "culture shock" is not inevitable.

(5) Performance-plus!

(6) Your opportunity to aid and counsel others.

e. Overseas Governmental Activities Case Studies: Development of case studies of professional problems involving cross-cultural factors. What were the factors involved in the Girard case? Where and why did our officials go wrong? (This would not of course involve or imply a critique of any specific recognizable Agency operation. All cases would be fully sanitized. The thought is to prepare a case book for instruction purposes of actual problems.)

f. Preparation of a basic text of selected readings for the IOE course.

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